

Early Childhood Equity Fund Rules Advisory Committee



December 13, 2019
 8:30 – 10:30 a.m.
 Oregon Community Foundation
 1221 SW Yamhill, 2nd Floor
 Portland, Oregon

Time	Topic	Discussion
8:30 – 8:50 a.m.	Welcome and Agenda Review Public Testimony	
8:50 – 9:20 a.m.	Review changes from 12/10	
9:20 – 9:40 a.m.	Program Selection and Grant Award	Review/modify
9:40 – 9:50 a.m.	Administration	Review/modify
9:50 – 10:05 a.m.	Evaluation	Review/modify
10:05 – 10:10 a.m.	Stakeholder Outreach	
10:10 – 10:30 a.m.	Wrap up and next steps	

Key Early Childhood Equity Fund Administrative Rules Dates:

January 15, 2020, 3:00 p.m. – public hearing, Oregon State Library, 250 Winter Street, Room 250, Salem, Oregon

January 22, 2020, 5:00 p.m. – public record closes for comments on rules

Week of January 20, 2020 – last meeting of Rules Advisory Committee, if needed

January 30, 2020 – Early Learning Council proposed final adoption of administrative rules

EARLY CHILDHOOD EQUITY FUND SECTION 53. Early Childhood Equity Fund. (1) The Early Childhood Equity Fund is established in the State Treasury, separate and distinct from the General Fund. Moneys in the Early Childhood Equity Fund are continuously appropriated to the Department of Education for the Early Learning Division to make grants under section 54 of this 2019 Act to culturally specific early learning, early childhood and parent support programs and to promote the capacity of culturally specific organizations to deliver these programs.

(2) The fund shall consist of:

(a) Moneys appropriated or otherwise transferred to the fund from the Legislative Assembly;

(b) Earnings received on moneys in the fund; and

(c) Other amounts deposited into the fund from any source.

SECTION 54. Early childhood support grant program. (1) The Early Learning Division may make grants from the Early Childhood Equity Fund established under section 53 of this 2019 Act to culturally specific early learning, early childhood and parent support programs in this state that build capacity in communities, ensure children start kindergarten ready to succeed and support families to be stable, healthy and attached. For purposes of this subsection, a program is in this state if the program serves communities within the geographic boundaries of this state, including communities within Indian country of a federally recognized Oregon Indian tribe that is within the geographic boundaries of this state.

(2) To receive a grant under this section, a program must:

(a) Provide outreach, support and resources to children and families who are at risk because of any combination of two or more factors, including their race, ethnicity, English language proficiency, socioeconomic status and geographic location; and

(b) Demonstrate a proven ability to provide outreach, support and resources to children and families described in paragraph (a) of this subsection.

(3) The division shall monitor capacity needs and provide technical assistance to grantees.

(4) The division shall conduct a biennial evaluation of programs that receive grants under this section. The evaluation shall include measurement of outcomes that align with:

(a) Current research regarding positive child and family indicators, including family stability and early childhood school readiness; and

(b) Culturally specific approaches.

(5) The Early Learning Council, in consultation with the division, shall adopt rules necessary to carry out the provisions of this section. The rules shall include requirements for grant eligibility under this section.

(6) On or before September 15 of each odd numbered year, the division shall submit to the interim committees of the Legislative Assembly related to early childhood and child welfare a report on the status and impact of grants made to programs under this section. The report shall include changes in the capacity of culturally specific organizations and the results of any biennial evaluations conducted in accordance with subsection (4) of this section.

OAR 414-575-0000

Purpose

The purpose of this division is to establish a process for making grants from the Early Childhood Equity Fund for culturally specific early learning, early childhood and parent support programs, to promote the capacity of culturally specific organizations to deliver these programs, to monitor capacity needs and provide technical assistance to grantees.

Statutory/Other Authority: Oregon Laws 2019, Chapter 122

OAR 414-575-0005

Definitions

As used in this division, unless the context requires otherwise:

- (1) “Children and families who are at-risk” means children and families who experience systemic disparities because of any combination of two or more of the following factors: race, ethnicity, English language proficiency, socioeconomic status, and geographic location.
- (2) “Culturally specific methods” means programs and interventions that are designed by or adapted for members of the community served; reflect the values, beliefs, practices and worldviews of the community served; and provided in the **first** language of the community served.

Note: Would the committee want to consider “preferred” or “home” language instead of “first” language, as a more inclusive option?

- (3) “Culturally Specific Organization” means an organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities documented in the community and how that influences the structure of their program or service; ability to describe the community’s cultural practices, health and safety beliefs/practices, positive cultural identity/pride/resilience, immigration dynamics, religious beliefs, etc. and how their services have been adapted to those cultural norms.

- (4) “Culturally Specific Early Learning Program” means a program that is designed to serve a particular cultural community and is primarily staffed and led by members of that community; the Culturally Specific Early Learning Program is designed by or adapted by members of the cultural community that it serves; this program may or may not exist within a Culturally Specific Organization.
- (5) “Early Childhood School Readiness” means indicators related to children’s success in kindergarten including (1) children’s readiness to engage in and benefit from early learning experiences; (2) families’ ability to support children as evidenced by parental and caregiver attitudes and involvement in their children’s early learning and development and transition to school; and (3) public schools’ ability to provide a learning environment along with practices that foster and support a smooth transition for children into kindergarten and advance and promote the learning of all children.
- (6) “Family Stability” means the characteristics of a family that support healthy child development, including parental mental health, stable relationships, and a supportive, flexible, and nurturing home environment.
- (7) “Fund” means the Early Childhood Equity Fund established by Oregon Laws 2019, Chapter 122.
- (8) “Planning Grant” means a grant to expand a community’s capacity to develop and/or deliver culturally-specific early learning programs.
- (9) “Positive Child Indicators” means markers of skills, knowledge, and experiences necessary to support positive child development as defined in the Oregon Early Learning Guidelines.
- (10) “Positive Family Indicators” means markers of skills, knowledge, and experiences necessary to support positive family skills, knowledge, and experiences necessary to support positive child development as defined in the Oregon Early Learning Guidelines.

Statutory/Other Authority: Oregon Laws 2019, Chapter 122

OAR 414-575-0010

Application Process

- (1) A call for applications shall be announced publicly on the division’s website. The division will conduct stakeholder outreach to its list of interested parties, and will engage communities, including **federally recognized Oregon** Indian tribes, across the state to make them aware of the funding opportunity.
- (2) Funds shall be awarded on a competitive basis by July of each calendar year in accordance with timelines established by the Early Learning Division. Grants will be made for a period not to exceed a state fiscal biennium and may be renewed for up to two biennia as determined by availability of funds and program outcomes identified in (4) of this section.

- (3) Applicants must submit in the format prescribed by the division, which contains information required by the division, including program outcomes as described in (4) of this section.
- (4) Applicants must specify program outcomes. The applicant must specify how its program will advance equity, as defined through the Equity Lens in the Oregon Early Learning Guidelines, and positively impact child indicators and family indicators. Program outcomes must be appropriate to the culture of the children and families served and demonstrate awareness of the systemic disparities in the community the program serves.
- (5) The division will provide technical assistance related to the technical aspects of the grant application, and will announce details with the call for applications.

Statutory/Other Authority: Oregon Laws 2019, Chapter 122

OAR 414-575-0015

Eligibility Criteria

To be eligible to apply for a grant, a program must:

- (1) Be a culturally specific organization or operate a culturally specific early learning program,
- (2) Serve communities within the geographic boundaries of Oregon or serve communities within Indian country of a federally recognized Indian tribe that is within the geographic boundaries of Oregon,
- (3) Demonstrate experience providing outreach, support and resources to children and families who experience systemic disparities, and
- (4) Provide outreach, support and resources to children and families who experience systemic disparities because of two or more of the following factors:
 - (a) Race
 - (b) Ethnicity
 - (c) English language proficiency
 - (d) Socioeconomic status
 - (e) Geographic location (urban, rural, neighborhoods)

Statutory/Other Authority: Oregon Laws 2019, Chapter 122

OAR 414-575-0020

Scoring Criteria and Process

- (1) Applications will be accepted from programs that meet all of the eligibility criteria established in OAR 414-575-0015.
- (2) **Program Grants.** Applications will be considered for programs established to deliver culturally specific early learning programs. Applications will be scored as follows:
 - (a) The application will be scored on how well it demonstrates the applicant's experience in providing outreach, support and resources to children and families who are experiencing systemic disparities because of three or more of the following factors:
 - (1) Race
 - (2) Ethnicity
 - (3) English language proficiency
 - (4) Socioeconomic status
 - (5) Geographic location (urban, rural, neighborhoods)
 - (b) The application will be scored on how well it meets the following characteristics:
 - (1) The community being served recognizes the organization as culturally specific.
 - (2) Mission and outcomes align with expressed community needs.
 - (3) Services reflect the values, beliefs, practices and worldview of the community served.
 - (4) Meaningful community engagement occurs at all levels of the organization.
 - (5) Recognition of the impact of systemic racism is embedded throughout the organization's strategies and programming.
 - (6) Interventions are designed or adapted by and for members of the community.
 - (7) Services and materials are provided in the first language of the community served.
Note: Would the committee want to consider "preferred" or "home" language instead of "first" language, as a more inclusive option?
 - (8) People in leadership positions (e.g., directors, managers and board members) belong to the community served.
 - (9) Programming sustains shared history, identity, language and pride.
 - (10) The culture, language, identity and lived experience of community members and staff are honored as assets.
 - (11) Staff and leadership see themselves and their organization as accountable to the communities they serve.

- (3) **Planning Grants.** Applications to promote the capacity of culturally specific organizations to deliver culturally specific early learning, early childhood and parent support programs will be considered.
- (a) The application will be scored on its proposed plan to build capacity to develop and implement a culturally specific early learning program.
 - (b) The application will be scored on how well it demonstrates experience in providing outreach, support and resources to children and families who are experiencing systemic disparities because of two or more of the following factors:
 - (1) Race
 - (2) Ethnicity
 - (3) English language proficiency
 - (4) Socioeconomic status
 - (5) Geographic location (urban, rural, neighborhoods)
 - (c) The application will be scored on how well it meets the following characteristics:
 - (1) The community being served recognizes the organization as culturally specific.
 - (2) Mission and outcomes align with expressed community needs.
 - (3) Services reflect the values, beliefs, practices and worldview of the community served.
 - (4) Meaningful community engagement occurs at all levels of the organization.
 - (5) Recognition of the impact of systemic racism is embedded throughout the organization's strategies and programming.
 - (6) Interventions are designed or adapted by and for members of the community.
 - (7) Services and materials are provided in the first language of the community served.
Note: Would the committee want to consider "preferred" or "home" language instead of "first" language, as a more inclusive option?
 - (8) People in leadership positions (e.g., directors, managers and board members) belong to the community served.
 - (9) Programming sustains shared history, identity, language and pride.
 - (10) The culture, language, identity and lived experience of community members and staff are honored as assets.
 - (11) Staff and leadership see themselves and their organization as accountable to the communities they serve.
 - (d) Planning grants to develop a culturally specific early learning program will be made for a period not to exceed a state fiscal biennium and may be converted to a program grant for up to two additional biennia as determined by availability of funds and program outcomes identified in OAR 414-575-0010(4).

Statutory/Other Authority: Oregon Laws 2019, Chapter 122

OAR 414-575-0025

Program Selection and Grant Award

- (1) Division staff will review grant applications to determine eligibility.
- (2) A grant review committee will be appointed by the Early Learning Systems Director. The Early Learning Council will recommend representatives to the director to be named to the committee. The grant review committee will review and score applications using scoring criteria established in OAR 414-575-0020.
- (3) The review committee will make funding recommendations to the director that provide for geographic representation where practicable. The director will make final decisions for funding.
- (4) The division will notify grant recipients of awards and announce the awards on its website.
- (5) The division will enter into a grant agreement with each prospective grant recipient using terms and conditions acceptable to the division.
- (6) Grant recipients who have not signed and returned to the division within 90 calendar days of receiving a grant agreement forfeit the awarded grant. This provision does not apply to federally recognized Oregon Indian tribes.
- (7) Forfeited grant funds will be used to fund next highest scored application(s).
- (8) Any applicant not receiving funding may appeal for review to the Early Learning Council. Such appeal must be in writing within 15 days of the date of the notice of non funding.

Statutory/Other Authority: Oregon Laws 2019, Chapter 122

OAR 414-575-0030

Administration

- (1) The Early Learning Division will administer grant agreements with the grant recipients and provide program guidelines.

Language removed: Grant funds are generally provided quarterly on a reimbursement basis. The first quarter will be paid to grant recipients upon agreement execution for start-up costs.

We intend to work through our program guidance and grant agreements to try to move away from a reimbursement program to pay grant recipients in advance of incurring costs. We have not yet confirmed we can do this, but are working toward this goal. This issue will be addressed separately from rulemaking.

- (2) Grant recipients must comply with the terms and conditions of the grant agreement including, but not limited to, cooperating with the Early Learning Division's program monitoring, technical assistance, program evaluations, and reporting requirements.
- (3) Noncompliance with program and agreement requirements could make the grant recipient ineligible for future grants.
- (4) Grant recipients are expected to provide information as requested.

Statutory/Other Authority: Oregon Laws 2019, Chapter 122

OAR 414-575-0035

Evaluation

- (1) The Early Learning Division will conduct an evaluation of the Early Childhood Equity Fund grant program each biennium. The evaluation will measure the demonstrated impact of program outcomes on:
 - (a) Positive child indicators, including early childhood school readiness;
 - (b) Positive family indicators, including family stability;
 - (c) Use of culturally specific methods; and
 - (d) Building capacity of culturally specific organizations.
- (2) The Early Learning Division will share the results of the biennial evaluation with the Early Learning Council.

Statutory/Other Authority: Oregon Laws 2019, Chapter 122



Early Childhood Equity Fund Rules Stakeholder Outreach Plan

Purpose

The following proposed plan suggests an approach to actively engaging stakeholders as part of the public comment period to garner robust and diverse feedback on the Equity Fund rules.

Proposal

In addition to a survey available on the ELD's website and a public hearing in Salem that can include virtual participation, the ELD is proposing the following:

- Outreach to community-based organizations across the state to host feedback sessions in the first three weeks of January 2020
- Making feedback session information publicly available via ELD website and ELD and partner social media
- Providing materials to help facilitate the public feedback sessions
- Requesting submission of public feedback through the online survey or another method prior to the closing of public comment (January 22)

Proposed Materials

- Facilitation Questions
- Slide Deck
- Sign-in sheet
- Survey Link
- Copy of rules to mark up and submit if preferred to survey
- Engagement Session email or flyer template